

HOUSE BILL REPORT

HB 2064

As Reported by House Committee On:
Education

Title: An act relating to developing integrated academic and career and technical field of study programs.

Brief Description: Developing integrated academic and career and technical field of study programs.

Sponsors: Representatives Ormsby, Priest, Quall, Jarrett, Haler, P. Sullivan, Fromhold, Schual-Berke, Orcutt, Hunter, Linville, Kenney, Conway, Wood, Simpson and Hudgins.

Brief History:

Committee Activity:

Education: 2/23/07, 2/26/07 [DPS].

Brief Summary of Substitute Bill

- Subject to funding, provides grants to high school partnerships to create career and technical "fields of study" programs in high demand fields.
- Requires grant recipients to develop and implement a model curriculum that integrates rigorous academics with high quality career and technical preparation and includes internships, applied learning, dual credit, and integrated end-of-program assessments.

HOUSE COMMITTEE ON EDUCATION

Majority Report: The substitute bill be substituted therefor and the substitute bill do pass. Signed by 9 members: Representatives Quall, Chair; Barlow, Vice Chair; Priest, Ranking Minority Member; Anderson, Assistant Ranking Minority Member; Haigh, McDermott, Roach, Santos and P. Sullivan.

Staff: Barbara McLain (786-7383).

Background:

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

In August 2006, Congress reauthorized the Perkins Act, the major source of federal funding for career and technical education (CTE) programs at the secondary and post-secondary level. One of the new features of the law is a requirement that states and local school districts create CTE "programs of study" which are recommended sequences of courses that career-oriented students should follow to ensure their education is both academically rigorous and of high technical quality. Programs of study are also intended to include options for dual credit, lead to an industry-recognized credential at the post-secondary level, and address emerging occupations.

In 2006, the Legislature enacted a number of laws pertaining to CTE. High schools are required to identify course equivalencies where CTE courses with high academic content can count as academic credits on a student's transcript and for graduation. A CTE collection of evidence was authorized as an alternative assessment to the Washington Assessment of Student Learning (WASL) for students in certain CTE programs leading to industry certification. Running Start for the Trades pilot projects and incentive grants were established to promote secondary pre-apprenticeship programs.

Summary of Substitute Bill:

Subject to funding, the Superintendent of Public Instruction (SPI) provides grants to up to four partnerships to develop CTE fields of study programs in high demand fields. The partnerships are comprised of high schools, parents, special populations, tech-prep consortia, local workforce development councils, skills panels, apprenticeship councils, and other business and labor organizations.

Grant recipients develop and implement a model curriculum in a high demand field of study such as health care, trades, mechanics and engineering, or other fields.

Grant funds are for start-up costs, primarily to develop curriculum and assessments and provide professional development for teachers. Grant funds can also be used to upgrade equipment in the program to meet industry standards.

A field of study program must:

- integrate core academics (such as reading, writing, and mathematics) and high quality career and technical preparation based on industry standards for that field;
- incorporate secondary and post-secondary elements;
- lead to an industry-recognized credential at the post-secondary level or an associate or bachelor's degree;
- be coherent, sequenced, and articulated to community and technical college courses to provide dual credit and preparation for post-secondary education; and
- emphasize projects and application of knowledge and skills and provide extensive opportunities for work-based learning and internships.

Students who are struggling with core academic skills receive supplemental assistance and instruction within the program, including assistance to create a CTE collection of evidence as

an alternative assessment to the WASL. With assistance from the SPI and the Workforce Training and Education Coordinating Board, grant recipients also develop end-of-program assessments for their program that integrate academic work readiness, and technical knowledge and skills. The Legislature's intent is to use these assessments as prototypes for possible future additional alternative assessments to the WASL for CTE students.

Under the bill, "field of study program" has the same meaning as a CTE program of study under the reauthorized Perkins Act.

The grant program expires July 1, 2009.

Substitute Bill Compared to Original Bill:

Additional partners are specified in developing the field of study programs, including parents, special populations, and tech-prep consorti. Field of study programs must incorporate secondary and post-secondary elements and lead to an industry-recognized credential or certificate at the post-secondary level or an associate or baccalaureate degree. Grant recipients create end-of-program (rather than end-of-course) assessments that also include work readiness skills. "Field of study" program has the same meaning as a CTE program of study under the Perkins Act.

Appropriation: None.

Fiscal Note: Available.

Effective Date of Substitute Bill: The bill takes effect 90 days after adjournment of session in which bill is passed.

Staff Summary of Public Testimony:

(In support) Students and teachers need to see math as a tool to solve workplace problems. Student achievement may not be a function of how much instruction is offered in high school, but how it is offered. This would provide modest grants to demonstrate that academics and CTE can be integrated together in a way that gives students a reason to stay in school. Tech prep consortia should be included in the partnerships so that the expectations of the workplace and post-secondary institutions are integrated into the curriculum. If integrated curriculum and end-of-course assessments are combined, a coherent system for CTE students could be developed. Having some model schools will assist and further develop initiatives already underway. The link to the new Perkins Act is exciting. Some fine-tuning to the language of the bill would reinforce the connections to Perkins.

(In support with concerns) Tech prep consortia should be included in the partnerships so that the expectations of the workplace and post-secondary institutions are integrated into the curriculum.

(Opposed) None.

Persons Testifying: (In support) Representative Ormsby, prime sponsor; Kathleen Lopp and Tim Knue, Washington Association for Career and Technical Education; Ron Duckworth, Office of the Superintendent of Public Instruction; Wes Pruitt, Workforce Training and Education Coordinating Board; and Carolyn Cummins, State Board for Community and Technical Colleges.

(In support with concerns) John Lederer, Higher Education Coordinating Board.

Persons Signed In To Testify But Not Testifying: None.